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ABSTRACT

The Schools and Staffing Survey (SASS) is the largest sample survey of the characteristics and conditions of U.S. public and private schools and their teachers and principals. This booklet provides an overview of the aims of the SASS and the information it provides. In 1999, nearly 124,000 SASS questionnaires were mailed to collect information on the topics previously studied and a number of new topics, which include: (1) school and district performance reports; (2) characteristics of computer use and availability; (3) instructional practices of mathematics teachers in grades 8 through 12; (4) standards for home schooled students; (5) charter schools; and (6) migrant student enrollment and services. Retained or expanded coverage includes teacher and principal characteristics and backgrounds, parent involvement, school safety, and school programs and services. The SASS, which has been administered three times between 1987 and 1994, has measured critical aspects of teacher supply and demand, profiled the qualifications and working conditions of teachers and administrators, and described the basic conditions of schools as workplaces and learning environments. (SLD)

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NATIONAL CENTER FOR EDUCATION STATISTICS

SASS

SCHOOLS AND STAFFING SURVEY

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U.S. Department of Education
Office of Educational Research and Improvement

NCES 1999-352

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SCHOOLS AND STAFFING SURVEY

The Schools and Staffing Survey (SASS) is the nation's largest sample survey of the characteristics and conditions of America's public and private schools and the teachers and principals who work in them. Conducted by the National Center for Education Statistics, SASS offers a source of data for policymakers, educators, education researchers, and the general public.

SASS has four unique features:

- SASS is representative of K-12 teachers, principals, schools, and school districts at the state and national levels
- SASS provides detailed data on both the public and private sectors–state-reliable data on public schools and affiliation-reliable data on private schools
- SASS collects data from every charter school in the U.S. and every school operated by the Bureau of Indian Affairs (BIA); it also oversamples schools that have an American Indian student enrollment of over 20 percent
- SASS licensed users can analyze data across various components of SASS–using NCES restricted data, they can link teachers and principals to their schools, and schools to their school districts

The next administration of SASS is in the 1999-2000 school year. Nearly 124,000 SASS questionnaires will be mailed to collect information on teachers, principals and school heads, schools, school districts, and school library media centers. In this administration, SASS will collect information on a number of new topics crucial to education reform. At the same time, SASS will retain or expand many of the topics covered in previous administrations, maintaining SASS' capability for trend analysis.

New coverage includes:

- school and district performance reports–content, uses, rewards and sanctions for performance
- computers–number, uses, access to the Internet, availability of computer support
- instructional practices of math teachers in grades 8 through 12
- standards for home schooled students
- charter schools
- migrant student enrollment and services

Examples of retained or expanded coverage include:

- teacher and principal demographics
- teacher training, experience, certification, assignment, salary
- newly hired teachers
- teacher migration and attrition
- professional development
- parent involvement
- school safety
- school programs and services

Results from SASS

NCES issues descriptive reports, analytic reports, technical reports, and issue briefs based on data from the Schools and Staffing Survey. They are listed at the back of this document, along with ordering information. Information on SASS, including instructions for viewing or downloading publications, is also available on the World Wide Web at http://nces.ed.gov/surveys/sass.html. The SASS team may also be contacted directly by e-mail at sassdata@ed.gov.

SASS Informs Planning and Policy

NCES initiated SASS in the mid-1980s to give the nation an integrated set of survey data about the characteristics of teachers and administrators and general conditions in America's public and private schools. The need for such data was acute. Dropping enrollments in teacher education institutions, coupled with climbing student enrollments, begged the question, "How many teachers do we need and where will they come from?" Policymakers, educators, and researchers needed to know about the teacher labor market, sources of new teachers, and the conditions under which teachers would choose to enter, remain, or leave teaching. Teacher quality was another concern.

SASS responded to those data needs. Specifically, it (1) measured critical aspects of teacher supply and demand, (2) profiled the qualifications and working conditions of teachers and administrators, and (3) described basic conditions in schools as workplaces and learning environments. These data eventually helped shift the policy debate from teacher quantity—the numbers of vacant teaching positions—to teacher quality—the qualifications of teachers who were hired and retained.

SASS has been administered three times. After the first SASS data collection in the 1987-88 school year, data were collected again in 1990-91 and in 1993-94.

One year after each data collection, the Teacher Followup Survey measures factors related to teacher attrition and mobility. The next administration of SASS is scheduled for school year 1999-2000. The U.S. Census Bureau is the data collection agent for SASS.

Congress, federal agencies, state education departments, public and private school associations, and education research organizations use SASS data to inform their planning activities and policy decisions. They also include SASS statistics in their reports and publications. SASS state data are a major source of information that allows state officials to compare SASS findings in their state with findings from other states. In addition, SASS publications, CD ROMs, and online data are a resource for researchers conducting their own studies on schools, school districts, teachers, and principals.

REDESIGNING SASS FOR 1999-2000

The six years between the last administration of SASS in 1993-94 and its next administration in 1999-2000 have provided the opportunity to reconsider the content and purposes of SASS. The new version of SASS shifts emphasis from teacher supply and demand issues to the measurement of teacher and school capacity, both objectives of recent school reform agenda.

To measure teacher capacity, the redesigned SASS examines teacher qualifications, teacher career paths (including induction experience), professional development, and classroom instructional practices. To measure school capacity, SASS concentrates on school organization and decision-making, curriculum and instruction, parental involvement, school safety and discipline, and school resources.

SASS Redesign Engaged Education Research and Policy Communities

The redesign of SASS engaged many segments of the education research and policy community. In late 1995, NCES commissioned experts from academia, the research community, and specialists in technology, teacher education, and state and local data collection to examine SASS and propose changes in the survey's content and methods. Their comments and recommendations are synthesized in *The Schools and Staffing Survey: Recommendations for the Future* (NCES 97-596).

In addition, NCES convened expert panels composed of researchers, policy analysts, and other individuals who were involved in school reform. Separate panels explored how SASS can contribute to better understanding teacher supply and demand, and school reform. They reviewed the research on these issues and identified common themes or issues that suggested revisions of SASS content.

A SASS Technical Review Panel met regularly for several years to discuss the recommendations proposed by other groups. They provided a broad evaluation of the plans for the content, design, analysis, and reporting of SASS data. Panel members delved into topics such as the relationship between SASS and state data from the National Assessment of Educational Progress (NAEP), the selection of SASS field test items, trend data that should be maintained over time, the design of SASS as a state-reliable public school data set, and the design of the sample and reporting of private school data. The Technical Review Panel continues to meet regularly during the implementation of the 1999-2000 SASS.

NCES' advisory panel, the Advisory Council on Educational Statistics (ACES), also reviewed these and similar issues in preparation for a refocused SASS in 1999-2000.

Discussions Prompt New Themes

Discussions with these groups produced several common themes for the 1999-2000 SASS. First, SASS' content still highlights issues pertaining to teacher qualifications and career paths, but now emphasizes pro-

fessional development as well. This addition builds upon prior evidence that suggests that schools and school districts may reconcile imbalances in teacher supply and demand by adjusting teacher quality (*Teacher Supply in the U.S.: Sources of Newly Hired Teachers in Public and Private Schools, 1988-91,* NCES 95-348; *Teacher Supply, Teacher Qualifications, and Teacher Turnover, Aspects of Teacher Supply and Demand in the U.S., 1990-91,* NCES 95-744).

To this end, SASS:

- measures teacher hiring, practice teaching assignments, and class size
- tracks routes into teaching and the qualifications of those who enter the profession, including those individuals who come from other careers and through alternative certification programs
- collects data on formal professional development activities as well as less formal aspects of professional development such as teacher engagement in collaborative planning, peer coaching, teacher initiated research and school problem solving, and mentoring new teachers
- highlights data in several important aspects of instructional practice, including use of time, instructional methods of mathematics teachers in grades 8-12, use of materials including technology, assessment, and teacher knowledge and use of curriculum and performance standards to guide instruction

Second, the content of SASS now emphasizes measurement of conditions and practices related to school reform. Items in SASS:

- examine the structures and processes of school organization, management, and decision making, which include the degree of authority and autonomy that teachers experience, and the influence of administrators, staff, teachers, and school site councils (or other decision-making bodies) on school policy and practice
- investigate the adoption of academic standards, the instructional practices of mathematics teachers, and the instructional supports available for special populations of students
- measure school practices that encourage and support parental involvement in schools and build parenting skills related to education
- gather principal and teacher views of school safety and discipline problems, and the measures schools take to prevent and remediate them

COMPONENTS OF THE 1999-2000 SASS

The 1999-2000 SASS consists of five core components: the School District Questionnaire (formerly titled the Teacher Demand and Shortage Questionnaire for Public School Districts), the School Principal Questionnaire, the School Questionnaire, the School Teacher Questionnaire, and the School Library Media Center Questionnaire. Each of these questionnaires is sent to a sample of public schools, private schools, charter schools, and BIA schools.

1999-2000 SASS Content Framework

TEACHER CAPACITY

Characteristics of teachers
- Demographic information
- Teaching assignment
- Grade(s) taught
- Salary/benefits

Teacher qualifications
- Academic degree(s)
- Teaching experience
- Certification
- Professional development
- Instructional practices (mathematics teachers)

Early teaching experience
- Adequacy of pre-service preparation
- Preparation for handling classroom situations
- Participation in teacher induction program
- First-year assignment
- Mentoring received

Teacher attitudes and perceptions
- Job satisfaction
- Level of support
- Influence in school matters
- School safety
- School behavior

SCHOOL CAPACITY

Characteristics of schools
- Enrollment
- Staffing
- Grade levels
- Racial-ethnic composition of student body and teaching staff
- Class/student organization

Programs offered
- Limited English Proficiency
- Special education
- Migrant education
- Gifted and talented
- Advanced placement
- International Baccalaureate
- Specialized tech-prep
- Extended day
- Drug, alcohol, and/or tobacco use prevention

1999-2000 SASS Content Framework (continued)

Availability of services
- Free or reduced-price lunch
- Medical
- Title I

Teaching vacancies
- Methods for covering vacancies
- Difficulty of filling vacancies

Technologies
- Number of computers
- Computer support personnel
- Access to Internet

School leadership
- Demographic information
- Academic preparation
- Experience
- Professional development
- Attitudes and perceptions

Parental involvement
- Facilitation of parent involvement

School climate issues
- Safety
- Student behavior

School and student performance
- Use of performance reports

DISTRICT CAPACITY

Characteristics of districts
- Enrollment
- Number of teachers
- Racial-ethnic composition of students and teachers
- Teacher salary schedules

Recruiting and hiring teachers
- Recruiting criteria

Programs offered
- Choice
- Magnet
- Home schooling
- Migrant education

Professional development
- Existence of program for aspiring administrators
- Professional development programs for teachers

School and student performance reports
- Information included
- Use of reports

School District Questionnaire

The School District Questionnaire consists of items about student enrollments, number of teachers, teacher recruitment and hiring practices, teacher dismissals, existence of a teacher union, length of the contract year, teacher salary schedules, school choice, magnet programs, graduation requirements, and professional development for teachers and administrators.

The 1999-2000 SASS School District Questionnaire has added new items on:

- the percentage of payroll dedicated to school staff benefits
- oversight of home-schooled students and charter schools
- use of school performance reports
- migrant education
- procedures for recruiting and dismissing teachers

Some items that appeared previously in SASS have been dropped, such as layoff data and counts of students by grade level.

The School District Questionnaire is mailed only to public school districts. Comparable questions for BIA, charter schools, and private schools appear on those schools' questionnaires.

School Principal Questionnaire

The School Principal Questionnaire collects information about principal/school head demographic characteristics, training, experience, salary, and judgments about the seriousness of school problems. The 1999-2000 School Principal Questionnaire also covers new data on:

- principals'/school heads' frequency of engaging in various school and school-related activities
- perceived degree of influence of principals and other groups (state, local, school, and parents) in setting performance standards for students
- barriers (e.g., personnel policies, inadequate documentation, lack of support, stress) to dismissing poor or incompetent teachers
- rewards or sanctions for success or failure to meet district or state performance goals
- means for assessing progress on school improvement plan

The 1999-2000 School Principal Questionnaire appears in four versions: one for principals or heads of public schools, one for heads of private schools, one for heads of charter schools, and one for heads of BIA schools. The four versions contain only minor differences in phrasing to reflect differences in governing bodies and position titles in the schools.

SASS School Questionnaire

The SASS School Questionnaire is sent to public schools, private schools, and BIA schools. Charter schools receive the Charter School Questionnaire (see below). Items cover grades offered, number of students enrolled, staffing patterns, teaching vacancies, high school graduation rates, programs and services offered, and college application rates.

The 1999-2000 version for public, private, and BIA schools incorporates new items on:

- computers–number, access to the Internet, and whether there is a computer coordinator in the school
- availability of certain types of curricular options
- how special education students' needs are met
- changes in the school year or weekly schedule
- the enrollment capacity of schools
- whether schools have programs for disruptive students

Charter School Questionnaire

As a continuation of a national study of charter schools, NCES is adding a new SASS component on charter schools. All charter schools in operation as of 1998-99 will be surveyed. For the first time, there will be comparable data on public, private, BIA and charter schools. A number of questions that only apply to charter schools will be asked, including:

- when the charter was granted, and by whom
- what types of regulations were waived, and their importance
- whether the school is new or was converted from a pre-existing school
- whether the school operates within a school district or not

A small number of school library media center items have also been incorporated into the charter school questionnaire, such as:

- whether the school has a library media center
- number of school library media center staff
- number of students who used the library media center in the past week

Charter schools that operate on their own will be asked some of the district items, such as school hiring practices and graduation requirements.

SASS Teacher Questionnaire

The SASS Teacher Questionnaire collects data from teachers about their education and training, teaching assignment, certification, workload, and perceptions and attitudes about teaching. The 1999-2000 SASS Teacher Questionnaire expands data collection on teacher preparation, induction, organization of classes, and professional development. It also collects data on two new topics:

- use of computers
- instructional practices of mathematics teachers in grades 8 through 12

The Teacher Questionnaire is sent out in four versions—to teachers in public schools, private schools, charter schools, and BIA schools. The four versions, however, are virtually identical, except that charter school teachers who worked in the school prior to its becoming a charter school are asked if they supported the conversion.

School Library Media Center Questionnaire

The School Library Media Center Questionnaire asks public, private, and BIA schools about their access to and use of new information technologies. The questionnaire collects data on:

- library collections
- media equipment
- use of technology
- staffing
- student services
- expenditures
- currency of the library collection
- collaboration between the library media specialist and classroom teachers

Schools may respond to the School Library Media Center Questionnaire in the usual paper and pencil mode or by using a Web-based survey form on the Internet.

Private School Survey

In 1999-2000, data collection for the private school component of SASS will coincide with the administration of NCES' Private School Survey (PSS). PSS is not a component of SASS. It is a separate survey administered to all of the nation's private schools every two years, and as such is the sampling frame for other NCES surveys of private schools.

The Private School Survey collects data on private school enrollments and student, staff, and school characteristics. Other questions ask about:

- admissions procedures
- special emphasis
- accreditation and assessment
- programs and services
- parent participation
- hiring practices and salaries
- professional development

Since both PSS and SASS will be administered in 1999-2000, in an effort to reduce respondent burden, the private schools in the SASS sample will not be sent a PSS questionnaire. Instead, the SASS Private School Questionnaire will contain the PSS items.

Teacher Followup Survey

The Teacher Followup Survey (TFS) is sent the year following SASS to a sample of teachers in the SASS Teacher Survey. The next administration of TFS is scheduled for school year 2000-2001. The survey adds to understanding teachers' decisions to either stay in the profession or leave by measuring teacher retention, mobility, and attrition from the profession at the national level in both public and private schools. TFS identifies those who remained in the same schools, those who moved to other schools, and those who left teaching. There are two separate questionnaires. The questionnaire for teachers still in the profession asks about:

- current teaching assignments
- reasons for staying in teaching
- expected duration in teaching
- plans for further education
- attitudes about teaching
- demographic characteristics

The questionnaire for former teachers asks respondents about their:

- present occupation or activity
- educational plans
- reasons for leaving teaching
- intent to return to teaching
- attitudes about teaching
- demographic characteristics

TFS data are linked to the SASS data to help understand relationships between local districts and school policies and practices, teacher characteristics, and teacher attrition and retention.

THE 1999-2000 SASS SAMPLE

SASS provides estimates for public school districts, schools, principals, and teachers at both the national and state levels. Private schools are selected to be representative at the national and association levels. The survey includes all charter schools and BIA schools.

SASS uses a stratified probability sample design. This design entails selecting schools in the SASS sample first, and then surveying principals within schools, as well as a sample of teachers. In the public school sample, the district associated with each sample school receives a School District Questionnaire.

The 1997-98 Common Core of Data (CCD) serves as the 1999-2000 SASS frame for the public school sample. NCES collects these data annually from all state education agencies. This frame includes regular public schools, Department of Defense operated military base schools, and special purpose schools such as special education, vocational, and alternative schools. Schools outside of the United States and schools that only teach prekindergarten, kindergarten, or postsecondary students are deleted from the file. All library media centers in schools in the SASS sample are asked to complete the School Library Media Center Questionnaire.

The charter school frame consists of a list of charter schools developed for the Office of Educational Research and Improvement. This list contains all charter schools under state supervision that were in existence during the 1998-99 school year. The list is updated annually. All charter schools are included in the SASS sample.

The Indian School frame consists of a list of elementary, secondary, and combined K-12 schools that the BIA operated or funded during the 1997-98 school year. The list was obtained from the U.S. Department of the Interior. All BIA schools are included in the SASS sample.

The sample frame for the SASS Teacher Questionnaire consists of lists of teachers submitted by schools in the SASS sample. The Teacher Listing Form is mailed at the beginning of the school year to all public, private, charter, and BIA schools in the SASS sample to obtain a complete list of all the teachers employed at each school. The form includes space for schools to indicate the race/ethnicity of each teacher, whether the teacher is "new" (less than three years of experience), whether the teacher is bilingual and/or teaching English as a Second Language, the teacher's assignment (subject matter and/or grade level), and whether the teacher is full or part time.

The sampling frame for private schools is the 1997-1998 Private School Survey (PSS), updated with 26 lists of private schools provided by private school associations, as well as 51 lists of private schools from the 50 states and the District of Columbia. This frame consists of a list and area component, where the area component measures schools not on the list component.

Approximate Sample Size for the 1999-2000 SASS					
	Teachers	Principals/ Heads	Schools	School Districts	School Library Media Centers
Public Schools	57,000	9,800	9,800	5,500	9,800
Private Schools	12,000	3,400	3,400	–	3,400
Charter Schools	5,000	1,100	1,100	200	–
BIA Schools	1,000	200	200	–	200
SASS Total	75,000	14,500	14,500	5,700	13,400

SASS Data Collection Schedule

In late August 1999, NCES is asking schools in the sample to submit a list of their teachers. In November 1999, a sample of teachers from these lists will begin to receive the SASS Teacher Questionnaire. Teachers who do not respond to the questionnaire will be contacted by telephone in January through May 2000.

SASS data collection from school districts, schools, principals, and school library media centers begins by mail in September 1999. School library media center respondents also have the option of responding on the Internet. Field staff will begin making follow-up telephone calls to non-respondents in November 1999. Data collection is scheduled to end in May 2000.

SASS Schedule			
Form/Questionnaire (Q)	**Initial Mailout**	**Begin Followup**	**Complete Collection**
Teacher Listing Form	August 1999	October 1999	December 1999
School District Q	September 1999	January 2000	May 2000
Principal Q	September 1999	November 1999	April 2000
School Q	September 1999	January 2000	April 2000
Teacher Q	November 1999	January 2000	May 2000
School Library Media Center Q	September 1999	November 1999	April 2000

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SASS OPERATIONAL PROCEDURES

SASS questionnaires are mailed to respondents with instructions that they complete them and mail them back to the U.S. Census Bureau. All sample cases are sent a reminder card one week after the initial mailout. Nonrespondents receive a second mailout and then followup telephone calls during which the questionnaires are administered using computer-assisted telephone technology. If a respondent still does not reply to a questionnaire, a Census Bureau field representative will make a telephone call and attempt to complete a paper questionnaire by telephone. In some instances, if a respondent requests a personal visit, a Census Bureau field representative will make that visit to complete the interview.

Edits and Imputation

The U.S. Census Bureau receives the completed questionnaires. Each questionnaire is coded according to its status—for example, whether the questionnaire contains a completed interview, a respondent refused to complete it, a school district merged with another district, or a school closed.

The next step is to make a preliminary determination of each case's interview status, i.e., whether it is an interview, a noninterview, or if the respondent was out-of-scope (for example, if a respondent was in the wrong category). A computer preedit program generates a list of cases where problems occurred as defined by edit specifications, depending on each survey. After preedit corrections are made, each file is subjected to another computer edit. This operation consists of a range check, a consistency edit, and a blanking edit.

After the completion of the range check, consistency edit, and blanking edit, the records are put through another edit. This edit makes a final determination of whether the case is eligible for the survey and, if so, whether there are sufficient data for the case to be classified as an interview. A final interview status recode value is assigned to each case as a result of the edit.

SASS uses four methods to impute values for questionnaire items that respondents did not answer. These are: (1) using data from other items on the questionnaire, (2) extracting data from a related component of SASS, (3) extracting data from the sample file (PSS or CCD), and (4) extracting data from the record for a sample case with similar characteristics (commonly known as the "hot deck" method for imputing item response).

Sample Unit Weighting

Sample units are weighted to produce national and state estimates for public, charter, and BIA schools, teachers, administrators, LEAs (public only), and school library media centers. The private sector is weighted to produce national and affiliation group estimates.

Unweighted, Weighted, and Weighted Overall SASS Questionnaire Response Rates, 1993-94

Unweighted response rates are defined as the number of in-scope responding questionnaires divided by the number of in-scope sample cases. Weighted response rates are defined the same way, using the base weight (inverse of the probability of selection) of the record. For teachers and students, weighted overall response rates are different than weighted response rates because two sampling stages were involved. For all other components, only one sampling stage was involved; therefore, for these other components, the weighted overall response rate and the weighted response rate are the same.

Component	Sample Size	Unweighted Response Rate	Weighted Response Rate	Weighted Overall Response Rate
Public				
TDS ▪	5,363	93.1	93.9	93.9
Administrator	9,415	96.6	96.6	96.6
School	9,532	92.0	92.3	92.3
Teacher	53,003	89.9	88.2	83.8
Library	4,655	91.1	90.1	90.1
Librarian ▪▪	4,175	93.5	92.3	92.3
Student ▪▪▪	5,577	90.2	91.3	80.3
Private				
Administrator	3,038	90.3	87.6	87.6
School	3,074	84.1	83.2	83.2
Teacher	10,386	80.6	80.2	73.0
Library	2,067	77.8	70.7	70.1
Librarian	1,356	83.9	76.5	76.5
Student	1,371	87.6	88.1	69.6

▪ Teacher Demand and Shortage Questionnaire for Public Districts (LEAs).

▪▪ The Librarian Survey, conducted in 1993-94, is not planned for the 1999-2000 SASS.

▪▪▪ The Student Administrative Record Survey, conducted in 1993-94, is not planned for the 1999-2000 SASS.

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CONFIDENTIALITY AND SASS DATA PRODUCTS

The National Center for Education Statistics releases SASS data in accordance with the General Education Provisions of the General Education Provisions Act (GEPA) (20-USC 1221 e-1) and the Carl D. Perkins Vocational Education Act. Under Public Law 100-297, NCES must protect the confidentiality of individual respondents. The law specifically prohibits record matching or deductive disclosure by any user. Accordingly, NCES releases data for statistical purposes only.

NCES makes every effort to provide maximum research information to the public consistent with reasonable confidentiality protections. To ensure that it fully implements the confidentiality provisions contained in PL 100-297, NCES follows specific procedures to avoid disclosure in preparing public-use microdata for release.

Public-Use Data

SASS data are available in an abridged form to researchers and the general public. The steps taken in the 1993-94 SASS to preclude identifying individuals in SASS illustrate what is likely in the 1999-2000 SASS. In the 1993-94 SASS, NCES removed all state identifiers and stratum codes in the public-use data to prevent disclosing the identities of individual administrators and teachers. Individual data such as salaries were placed into categories and aggregated to the level of geographic regions. To further protect the identity of respondents, school district data in the public use file could not be merged with other components of the survey. However, to facilitate use of information on district policies, policy data appeared on the school file. Detailed affiliation codes for private schools were collapsed into three categories: Catholic, Other Religious, and Non-sectarian. On the Administrator and Teacher files, income, age, and college or university attended were coded into categories. SASS public-use microdata on the three administrations of SASS are available on CD ROM (NCES 97-453).

CD ROMs are available by calling the NCES National Education Data Resource Center (NEDRC) at (703) 845-3151, faxing a request to (703) 820-7465, or using the NEDRC Internet address, http://nedrc@inet.ed.gov, or by telephoning (877) 4-EDPUBS.

Restricted-Use Data

Unlike public-use data, restricted-use data permit linkage across the SASS components, enriching potential analyses. Researchers who wish to use restricted-use data sets must obtain a license. Requests for licensing should be sent to:

NCES Data Security Office
Statistical Standards Program
NCES/OERI
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208
(202) 219-2199

The Data Security Office will provide researchers with the *NCES Restricted-Use Data Procedures Manual*, which describes the procedures to apply for a license.

SASS RESEARCH AND EVALUATION

NCES staff work with staff from the Census Bureau and with researchers in the private sector and in the academic community to improve data collection methods and procedures for future administrations of SASS. These collaborations have produced a number of research studies, the results of which often appear in NCES working papers. Instructions for ordering working papers can be found at the SASS website at http://nces.ed.gov/surveys/sass.html. (Some working papers are on-line and available for viewing and downloading. Others are being prepared for viewing and downloading.)

SASS research and development studies fall into several categories: (1) Planning and Development, (2) Sampling Frame, (3) Questionnaire Design, (4) Data Collection, (5) Nonresponse, (6) Reinterview, (7) Estimation, (8) Periodicity, and (9) Customer Surveys.

Planning and Development

SASS Redesign Project. This project evaluated the role of SASS in NCES' elementary and secondary school data collection programs and began to plan for the 1999-2000 administration of the survey. Discussion papers provided direction for planning a set of recommendations to improve SASS design and content. The discussion papers and recommendations appear in *The Schools and Staffing Survey: Recommendations for the Future* (NCES 97-596).

Teacher Instructional Practices. This project advanced methods of surveying teachers to capture information about classroom instruction. A small sample of secondary mathematics teachers completed "SASS-like" questionnaires on their instructional practices. These data were compared with more detailed information collected by examining teacher logs and observing classrooms. The questionnaires were modified and retested, resulting in a module of questions on the instructional practices of mathematics teachers in grades 8-12 for the 1999-2000 SASS. The results of the study are available in *Measuring Classroom Instructional Processes: Using Survey and Case Study Field Test Results to Improve Item Construction* (WP 1999-08).

School-Level Finance Questionnaires. This project developed questionnaire strategies for obtaining finance data from both public and private schools. With information from focus groups and expert panels, NCES designed and tested modules of questions about school-level expenditures. The results inform NCES decisions about the feasibility of collecting public and private school-level expenditure data. Private school information appears in *Estimates of Expenditures for Private K-12 Schools* (WP 95-17), *Strategies for Collecting Finance Data from Private Schools* (WP 96-16), *and Collection of Private School Finance Data: Development of a Questionnaire* (WP 97-22). Public school information appears in *Collection of Public School Expenditure*

Data: Development of a Questionnaire (WP 98-01). Further refinements of both the public and private finance data collection instruments are available in *Collection of Resource and Expenditure Data on the Schools and Staffing Survey* (WP 1999-07). A feasibility study is being conducted on a sample of public and private schools in the spring of 1999.

Measuring Staff Resources at the School Level. Spending on school-level personnel accounts for more than 85 percent of school expenditures. NCES investigated a methodology for collecting data on patterns of resource allocation in schools. The methodology involved collecting detailed data on part-time and special education teachers, adding items on staff benefit rates, and expanding other items. This work is described in *Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey* (WP 97-42) and *Collection of Resource and Expenditure Data on the Schools and Staffing Survey* (WP 1999-07). The latter paper also contains a discussion of linking the analysis of staff resources and expenditure data.

Feasibility of Conducting a Longitudinal Survey of Schools. This study reviewed the substantive advantages, disadvantages, and the technical feasibility of using SASS to conduct longitudinal analyses of school organization. The 30 percent respondent overlap of schools between the administrations of SASS provided the basis for studying weighting issues and analysis approaches. The results are available in *A Feasibility Study of Longitudinal Design for Schools and Staffing Survey* (WP 98-16).

Teacher Professional Development: Assessing and Developing Questionnaire Items for SASS. This project reviewed measures of teachers' professional development in national surveys and identified the data needs of the Office of Educational Research and Improvement (OERI), NCES, the National Goals Panel, as well as OERI's research institutes and regional educational laboratories, resulting in recommendations for data collection and reporting on professional development. The results are detailed in *Measures of Inservice Professional Development: Suggested Items for the 1998-99 SASS* (WP 96-25), *Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection* (WP 96-28), and *International Comparisons of Inservice Professional Development* (WP 97-11).

Linking State Assessments with Data from the SASS. Many analysts believe that adding student outcome data, along with data on teachers, school programs, services, and climates will enhance the value of data from SASS. Because most states participate in State NAEP, NAEP can be used to construct a common metric for state assessments that, while not supporting between-

state comparisons, will facilitate important policy studies. To address questions of power, accuracy, and generalizability, a pilot study merged school-level state assessment data with the data from the 1993-94 SASS. The results address the feasibility and usefulness of this strategy to enhance the SASS. They are reported in *Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study* (WP 97-44). A further analysis of the merged data that models the relationship between a variety of SASS school-level responses and average student assessment scores at the school level can be found in the research and development report, *School-level Correlates of Academic Achievement: Student Assessment Scores in SASS Public Schools* (NCES 1999-338).

Sampling Frame

PSS Frame Updating Matching System Improvement. The 1995 PSS list frame matching operation incorporated some automation features (e.g., computer matching files, string searching to identify possible matches) that improve its timing, cost, and accuracy. This project investigated other improvements that could be made to this matching system (e.g., matching more files by computer, using other matching systems available at the Census Bureau, having the computer make more of the matching decisions), implementing these improvements, and testing the performance of the improved matching system.

Evaluating Coverage of the Common Core of Data and Private School Survey Sampling Frames. This study evaluates coverage of three sampling frames used by NCES—the Common Core of Data (CCD), Quality Education Data (QED), and the Private School Study (PSS)—with respect to the NAEP sample. The first part of the study evaluates private school coverage between QED and PSS. The second part measures changes in CCD, QED, and PSS frame variables from the reference period of the respective sampling frames to the reference period of the NAEP data collection — approximately a two-year period. Results will be available in the winter of 2000.

Evaluating Private School List Building. NCES develops its private school list by obtaining lists from private school associations, state departments of education, and other sources. This project evaluates the impact of the sources of private school lists on the development of the private school frame. The results are reported in *Improving the Coverage of Private Elementary-Secondary Schools* (WP 96-26) and *Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association* (WP 97-41).

Questionnaire Design

Cognitive Research on the Teacher Listing Form. SASS derives its sample frame for selecting its teacher sample from the teacher listing form data collection operation. This research addressed some of the data problems encountered in the teacher listing form during the 1993-94 data collection cycle and recommended changes to the question wording and format of the Teacher List Form. The results are available in *The Results of the 1993 Teacher List Validation Study* (WP 95-09), *Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey* (WP 96-05), and *Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form* (WP 97-23).

Cognitive Research on the SASS Teacher Questionnaire. The Center for Survey Methods Research of the U.S. Bureau of the Census evaluated selected questions on the 1993-94 SASS Teacher Questionnaire about teacher experience, training, workload, and attitudes. Teachers were interviewed from both public and private schools. This work is described in *Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year* (WP 97-10).

Cognitive Research on Reporting Association Membership in the Private School Survey. The Cognitive Studies Group of the U.S. Bureau of Labor Statistics evaluated PSS items to determine private school religious orientation and affiliation, and association membership. The study resulted in the modification and reformatting of existing items. The results are reported in *Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association* (WP 97-41).

Data Collection

Improving Mail Response. The data collection procedures used for SASS, TFS, and PSS involve an initial mail component, with several mailings and reminders, and then a telephone follow-up of mail nonresponses. Improving mail response rates will reduce the surveys' overall costs. This study reviewed improvements made to other mail data collections (e.g., the Decennial Census) to identify techniques useful for SASS, TFS, and PSS. Its results are described in *Improving the Mail Return Rates of SASS Surveys: A Review of the Literature* (WP 97-18).

Public School Teacher Computer Assisted Telephone Interview (CATI). SASS has traditionally used a decentralized telephone follow-up for nonresponding teachers. During the 1993-94 SASS, the teacher survey split nonrespondents into a sample designated for traditional telephone follow-up and a sample for CATI follow-up. The project analyzed differences between the CATI and traditional telephone follow-up by selected teacher characteristics. The findings appear in *Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association* (WP 97-41).

The Accuracy of Teachers' Self-Reports on Their Postsecondary Education. The purpose of this study was to determine the best method for obtaining information on teachers' academic backgrounds. SASS staff collected transcripts for a sub-sample of the 1990-91 SASS and compared teachers' self-reports of degrees earned and courses taken on the SASS questionnaire with information provided on transcripts. Teacher willingness to participate in the transcript study, the degree of consistency between self-reported and transcript data, and the advantages and disadvantages of each approach are discussed in *The Accuracy of Teachers' Self-Reports on Their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey* (WP 94-04).

Nonresponse

1990-91 Nonresponse Study. Nonresponse studies measure the success of the sampling scheme, help explain the characteristics of nonrespondents, help assess nonresponse compensation procedures, control and adjust survey estimates for bias, and help improve survey operations. The 1990-91 SASS Nonresponse Study examined factors related to nonresponding schools, districts, teachers, and principals. These factors are limited to data available for all sampled cases, such as the school or district enrollment size, the geographic locale of the school, the state in which the unit was located or the type of private school, and so forth. The research is reported in *Selected Papers Presented at the Meeting of the 1995 American Statistical Association* (WP 96-02) as well as in the technical report, *An Exploratory Analysis of Nonrespondents in the 1990-91 Schools and Staffing Survey* (NCES 96-338).

1993-94 Nonresponse Study. The 1993-94 SASS Nonresponse Study extended the work of the earlier nonresponse study by examining nonresponse characteristics for new SASS components: library/media centers, librarians, and student records. Results are found in *Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association* (WP 97-01) and the technical report, *An Analysis of Total Nonresponse in the 1993-94 Schools and Staffing Survey* (NCES 98-243).

Reinterview

Reinterview Studies of NCES. Most NCES data collection programs have some variation of a reinterview study as part of the field test or main study. These studies usually report correlations or gross difference rates for selected items. This work describes how reinterview studies are conducted and summarizes the results of recent NCES reinterview studies. Results appear in the technical report, *Measurement Error Studies at the National Center for Education Statistics* (NCES 97-464).

SASS Reinterview Program. Each cycle of SASS has fielded a reinterview program aimed at measuring simple response variance, a measure of the inconsistency between responses over repeated applications of the question. The purpose is to identify questions needing improvement. Reinterview procedures and findings appear in *Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association* (WP 94-01), *1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report* (WP 94-03), *Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association* (WP 97-41), *Response Variance in the 1993-94 Schools and Staffing Survey: A Reinterview Report* (WP 98-02), and *Response Variance in the 1994-95 Teacher Follow-up Survey* (WP 98-13).

The 1991-92 Teacher Followup Survey (TFS) also conducted a reinterview to determine the quality of individual items. This reinterview program, however, featured the use of probing, reconciling interviews to improve the reinterview's diagnostic power. In this case, the purpose was to ascertain information on the unreliability of responses as well as the reasons for the inconsistency. This research is available in *Schools and Staffing Survey: Papers Presented at the 1994 Meeting of the American Statistical Association* (WP 95-01) and *The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation* (WP 95-10).

Estimation

Improved Generalized Least Squares (GLS) Estimation in NCES Surveys. PSS and SASS both measure the number of private schools, teachers, and students. The two survey estimates, however, do not always agree. The reliability and consistency of SASS estimates would be improved if they agreed with PSS estimates. This study attempted to use GLS methodology to adjust SASS weights so SASS estimates of the number of schools, teachers, and students agree with the PSS. The findings are reported in *Schools and Staffing Survey: Papers Presented at the 1994 Meeting of the American Statistical Association* (WP 95-01), *Intersurvey Consistency in NCES Private School Surveys* (WP 95-16), *Schools and Staffing Survey (SASS): Selected Papers Presented at the 1995 Meeting of the American Statistical Association* (WP 96-02), *Intersurvey Consistency in NCES Private Schools Surveys for 1993-94* (WP 96-27), and *Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association* (WP 97-01).

Private School State Estimates. PSS has tabulated state estimates for private schools; however, the area frame component of PSS is designed for regional estimates. Therefore, not every state has selected PSUs in the area frame. The result is that some state estimates assume there is no school undercoverage. This is not likely to be true. This study used model-based estimation procedures to develop undercoverage

estimates in every state, thereby, improving the PSS state estimates. The research is reported in *Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association* (WP 97-01) and the technical report, *Indirect State-Level Estimation for the Private School Survey* (NCES 1999-351).

Variance Estimation. A number of reports have been done in the area of variance estimation. To make analyses simpler for individuals without sophisticated variance software, a report on generalized variance function and design effects was prepared (see *Design Effects and Generalized Variance Functions for 1990-91 Schools and Staffing Survey, Volumes I and II:* NCES 95-342-I and 95-342-II). To better reflect the high sampling rates in the SASS variance estimates, a bootstrap variance procedure has been developed (see *A Bootstrap Variance Estimator for Systematic PPS Sampling:* WP 98-12). When imputations are present on a data file, as in SASS, traditional variance estimation procedures produce variance underestimates. Reports have been written documenting the magnitude of this underestimation in SASS (see *Estimating the Variance in the Presence of Imputation Using a Residual, Selected Papers on Education Surveys: Papers Presented at the 1996 Meetings of the American Statistical Association,* WP 97-01; *Variance Estimation of Imputed Data,* WP 98-14).

Periodicity

SASS Periodicity Study. This study uses SASS data across the last three cycles to determine SASS' optimum periodicity. Mathematical models were formulated to measure the sampling error and the error associated with using the previous value until a new value is collected. These models were applied to SASS estimates assuming different periodicities and fixed yearly costs. The research is presented in *Schools and Staffing Survey: Papers Presented at the 1994 Meeting of the American Statistical Association* (WP 95-01), *Schools and Staffing Survey (SASS): Selected Papers Presented at the 1995 Meeting of the American Statistical Association* (WP 96-02), *Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association* (WP 97-01), and *Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis* (WP 97-14).

Customer Surveys

Surveys of SASS Users. Disseminating SASS data to the greatest number of users and in a form that is appropriate, usable, and accessible is an ongoing concern in SASS. Two separate studies addressed this issue. *Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results* (WP 1999-02) identified individuals and institutions that use SASS data to advance their research. *What Users Say About Schools and Staffing Survey Publications* (WP 1999-10) reviewed the purposes of SASS publica-

tions, surveyed users, and collected focus group comments on how SASS data are communicated in print. The results of these studies will be used to improve the dissemination of data with an aim toward expanding the use of SASS data in the field.

In addition, the following NCES Working Papers related to SASS report other research.

An Investigation of Teacher Perceptions and Attitude Items on the NCES Schools and Staffing Survey 1993-94 (forthcoming)

Measuring Teacher Qualifications (WP 99-04)

National Assessment of Teacher Quality (WP 96-24)

SASS Documentation: 1993-94 SASS Student Sampling Problems (WP 98-05)

The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper (WP 98-08)

An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey (WP 95-18)

The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis (WP 97-07)

Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey (WP 96-12)

QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates (WP 95-02)

Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis (WP 95-03)

CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates (WP 95-08)

Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys (WP 94-06)

NCES' SASS PUBLICATIONS

Results from SASS, along with other information about the survey's design, development, and improvement are available in SASS publications. Copies of the publications below are available by telephoning (877) 4-EDPUBS or through the World Wide Web at www.ed.gov/pubs/edpubs.html.

General Publications About SASS

- Public School Districts in the United States: A Statistical Profile, 1987-88 to 1993-94 (NCES 98-203)
- Public and Private School Principals in the United States: A Statistical Profile, 1987-88 to 1993-94 (NCES 97-455)
- America's Teachers: Profile of a Profession, 1993-94 (NCES 97-460)
- America's Teachers: Profile of a Profession (NCES 93-025)
- Schools and Staffing in the United States: A Statistical Profile: 1993-94 (NCES 96-124)
- Schools and Staffing in the United States: A Statistical Profile, 1990-91 (NCES 93-146)
- Schools and Staffing in the United States: A Statistical Profile, 1987-88 (NCES 92-120)
- The Schools and Staffing Survey: Recommendations for the Future (NCES 97-596)
- Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1993-94 (E.D. Tab, NCES 95-191)
- Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1990-91 (E.D. Tab, NCES 93-453)

SASS State Data

- SASS by State, 1993-94 Schools and Staffing Survey: Selected State Results (NCES 96-312)
- SASS by State (NCES 94-343)

SASS Teacher Data

- America's Teachers: Profile of a Profession, 1993-94 (NCES 97-460)
- America's Teachers: Profile of a Profession (NCES 93-025)

- What Happens in Classrooms? Instructional Practices in Elementary and Secondary Schools, 1994-95 (NCES 99-348)
- Toward Better Teaching: Professional Development in 1993-94 (NCES 98-230)
- Teacher Professionalization and Teacher Commitment: A Multi-Level Analysis (NCES 97-069)
- The Status of Teaching as a Profession, 1990-91 (NCES 97-104)
- Time Spent Teaching Core Academic Subjects in Elementary Schools: Comparisons Across Community School, Teacher, and Student Characteristics (NCES 97-293)
- Job Satisfaction Among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation, 1993-94 (NCES 97-471)
- A Profile of Policies and Practices for Limited English Proficiency Students: Screening Methods, Program Support, and Teacher Training (SASS 1993-94) (NCES 97-472)
- Out-of-Field Teaching and Educational Equality (NCES 96-040)
- Teacher Supply in the U.S.: Sources of Newly Hired Teachers in Public and Private Schools, 1988-1991 (NCES 95-348)
- Teacher Supply, Teacher Qualifications and Teacher Turnover, Aspects of Teacher Supply and Demand in the U.S., 1990-91 (NCES 95-744)
- The Patterns of Teacher Compensation (NCES 95-829)
- Qualifications of the Public School Teacher Workforce: 1988 and 1991 (NCES 94-665)
- Selected Tables on Teacher Supply and Demand (E.D. Tab, NCES 93-141)

SASS Private School Data

- Private Schools in the U.S.: A Statistical Profile, 1993-94 (NCES 97-459)
- Private Schools in the United States: A Statistical Profile, 1990-91 (NCES 95-330)
- How Different? How Similar? Comparing Key Organizational Qualities of American Public and Private Secondary Schools (NCES 96-322)

SASS American Indian Data

- Characteristics of American Indian and Alaska Native Education, Results from the 1993-94 SASS (NCES 97-451)
- Characteristics of American Indian and Alaska Native Education, Results from the 1990-91 SASS (NCES 95-735)
- Student Records Questionnaire: School Year 1993-94, With Special Emphasis on American Indians and Alaska Native Students (E.D. Tab, NCES 97-449)

SASS School Library Media Center Data

- School Library Media Centers: 1993-94 (NCES 98-282)
- School Library Media Centers in the United States: 1990-91 (NCES 94-326)

SASS Methodology

- School-level Correlates of Academic Achievement: Student Assessment Scores in SASS Public Schools (NCES 99-338)
- Quality Profile for SASS: Aspects of the Quality of Data in the Schools and Staffing Surveys (NCES 94-340)
- An Analysis of Total Nonresponse in the 1993-94 Schools and Staffing Survey (SASS). (NCES 98-243)
- An Exploratory Analysis of Nonrespondents in the 1990-91 Schools and Staffing Survey (NCES 96-338)
- Measurement Error Studies at the National Center for Education Statistics (NCES 97-464)
- 1993-94 Schools and Staffing Survey: Sample Design and Estimation (NCES 96-089)
- 1990-91 Schools and Staffing Survey: Sample Design and Estimation (NCES 93-449)
- 1987-88 Schools and Staffing Survey: Sample Design and Estimation (NCES 91-127)
- Design Effects and Generalized Variance Functions for the 1990-91 Schools and Staffing Surveys (SASS) Volume I—User's Manual (NCES 95-342-I)
- Design Effects and Generalized Variance Functions for the 1990-91 Schools and Staffing Surveys (SASS) Volume II—Technical Report (NCES 95-340-II)
- Modeling Teacher Supply and Demand, with Commentary (NCES 93-461)

SASS Issue Briefs

- Schools Serving Family Needs: Extended-Day Programs in Public and Private Schools (NCES 97-590)
- Programs for Aspiring Principals: Who Participates? (NCES 97-591)
- Credentials and Tests in Teacher Hiring: What Do Districts Require? (NCES 97-592)
- Are Limited English Proficient (LEP) Students Being Taught by Teachers with LEP Training? (NCES 97-907)
- How Widespread Is Site-Based Decisionmaking in Public Schools? (NCES 97-908)
- Public School Choice Programs, 1993-94: Availability and Student Participation (NCES 97-909)
- Teachers' Sense of Community: How Do Public and Private Schools Compare? (NCES 97-910)
- Are High School Teachers Teaching Core Subjects Without College Majors or Minors in Those Subjects? (NCES 96-839)
- Where Do Minority Principals Work? (NCES 96-840)
- What Academic Programs Are Offered Most Frequently in Schools Serving American Indian and Alaska Native Students? (NCES 96-841)
- How Safe Are the Public Schools: What Do Teachers Say? (NCES 96-842)
- Extended Day Programs in Elementary and Combined Schools (NCES 96-843)
- Private School Graduation Requirements (NCES 95-145)
- How Much Time Do Public and Private School Teachers Spend in Their Work? (NCES 95-709)
- Migration and Attrition of Public and Private School Teachers: 1991-92 (NCES 95-770)
- Which Types of Schools Have the Highest Teacher Turnover? (NCES 95-778)
- Libraries/Media Centers in Schools: Are There Sufficient Resources? (NCES 95-779)
- Who Influences Decisionmaking About School Curriculum: What Do Principals Say? (NCES 95-780)

- Public and Private School Principals: Are There Too Few Women? (NCES 94-192)
- Sources of Newly Hired Teachers in Public and Private Schools, 1988-91 (NCES 94-481)
- What Are the Most Serious Problems in Schools? (NCES 93-149)
- Teacher Salaries—Are They Competitive? (NCES 93-450)
- Teaching and Administrative Work Experience of Public School Principals (NCES 93-452)
- Teacher Attrition and Migration (NCES 92-148)

SASS Data on CD-ROM

- Schools and Staffing Survey (SASS) and Teacher Followup Survey (TFS) CD-ROM: Electronic Codebook and Public Use Data for 3 Cycles of SASS and TFS (NCES 97-453)

SASS and TFS User's Manuals

- 1993-94 Schools and Staffing Survey Data File User's Manual Volume I: Survey Documentation (NCES 96-142)
- 1993-94 Schools and Staffing Survey Data File User's Manual Volume II: Restricted-Use Codebook (NCES 96-142-II)
- 1993-94 Schools and Staffing Survey Data File User's Manual Volume III: Public-Use Codebook (WP 1999-12)
- 1993-94 Schools and Staffing Survey Data File User's Manual Volume IV: Bureau of Indian Affairs Restricted-Use Codebook, Principals, Schools, and Teachers (WP 1999-13)
- 1990-91 Schools and Staffing Survey Data File User's Manual Volume I: Survey Documentation (NCES 93-144-I)
- 1990-91 Schools and Staffing Survey Data File User's Manual Volume II: Restricted-Use Codebook (NCES 93-144-II)
- 1990-91 Schools and Staffing Survey Data File User's Manual Volume III: Public-Use Codebook (NCES 93-144-III)
- 1994-95 Teacher Followup Survey Data File User's Manual: Public Use Version (NCES 98-232)

- 1994-95 Teacher Followup Survey Data File User's Manual: Restricted-Use Version (WP1999-14)
- 1991-92 Teacher Followup Survey Data File User's Manual: Public Use Version (NCES 94-331)
- 1991-92 Teacher Followup Survey Data File User's Manual: Restricted-Use Version (NCES 94-478)
- 1990-91 Schools and Staffing Survey Data File User's Manual Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebooks Administrators, Schools, and Teachers (NCES 93-144-IV)
- 1988-89 Teacher Followup Survey Data File User's Manual: Public Use Version (NCES 92-058)

Private School Survey

- Private School Universe Survey, 1997-98 (NCES 99-319)
- Private School Universe Survey, 1995-96 (NCES 98-229)
- Private School Universe Survey, 1993-94 (NCES 96-143)
- Private School Universe Survey, 1991-92 (NCES 94-350)
- Private School Universe Survey, 1989-90 (NCES 93-122)

Teacher Followup Survey

- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1994-95 (E.D. Tab, NCES 97-450)
- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1991-92 (E.D. Tab, NCES 94-337)
- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1988-89 (E.D. Tab, NCES 91-128)

Video

- America's Teachers: Profile of a Profession

Questionnaires

- SASS and PSS Questionnaires 1993-1994 (NCES 94-674)
- SASS and TFS Questionnaires 1990-1991 (limited quantity available from staff)
- SASS and TFS Questionnaires 1987-1988 (limited quantity available from staff)

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